



Parental Practices of Key Stage I Solo Parents

Arnelli Marie T. Vales

STI West Negros University Philippines

Email: arnzmarievales@gmail.com

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ABSTRACT

This study determined the parental practices of solo parents with Key Stage 1 learners in a highly urbanized city in the Negros Island Region during the School Year 2026–2027 as the basis for a proposed capacity-building plan. Using a descriptive-quantitative research design, data were gathered from 35 solo parents through a validated and reliable researcher-made questionnaire. Statistical tools included frequency, percentage, mean, standard deviation, and the Mann–Whitney U test. Findings revealed that respondents demonstrated a Very High level of parental practices in home and routine management, discipline and values formation, and emotional support. A significant difference was found only in home and routine management when respondents were grouped according to age, with older solo parents obtaining higher ratings. No significant differences were found based on educational attainment, number of children, or family monthly income. Based on these findings, a capacity-building plan was recommended to sustain and enhance positive parenting practices.

Keywords: Key Stage 1, Parental Practices, Solo Parents

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INTRODUCTION

Child outcomes, both social-emotional and behavioral, are significantly influenced by family structure and parenting style (Paquette et al., 2024). Although these challenges can affect a child's social standing, academic and emotional/behavioral responses to these challenges might still be ameliorated by children raised by solo parents who use positive parenting, communication styles that enhance emotional well-being, support positive interactions, and apply constructive discipline. On the part of solo parents, family well-being and economic/ social condition are strongly influenced by the issues solo parents have, which can be addressed through the provision of programs that would empower female-headed households in terms of rights and privileges, and through the utilization and application of principles of Gender and Development (GAD). This endeavor directly relates to SDG 5 on Gender Equality and SDG 10 on Reduced Inequalities, paving the way for progress toward gender equity and ensuring that all individuals have access to rights and benefits in services (Commission on Human Rights of the Philippines, 2025).

In the Philippine context, the actual situations of solo parents highlight the vital need for sustainable, supportive mechanisms through the engagement of government agencies, colleges, and communities (Bresenio & Salapa, 2023). Republic Act No. 10410 also establishes that ages 0 to 8 are the initial, foundational years of an individual's development, during which developmentally appropriate lessons are provided.

The researcher was motivated to conduct this study by recognizing the increasing number of solo-parent households and the need to strengthen parenting capacities within the community. Although previous studies have examined solo parenting, parental involvement, and parenting practices, limited research has specifically examined the parental practices of solo parents of Key Stage 1 learners, particularly in the areas of Home and Routine Management, Discipline and Values Formation, and Emotional Support. This gap highlights the need for localized evidence on the parenting practices of solo parents during the early years of their children's education. The study, therefore, aimed to determine the parental practices of solo parents of Key Stage 1 learners. The findings were expected to serve as the basis for recommendations to the Local Government Unit, schools, and partner agencies to promote positive parenting practices, strengthen family well-being, and support the holistic development of Key Stage 1 learners.

OBJECTIVES OF THE STUDY

This study aimed to determine the level of parental practices among solo parents of Key Stage 1 learners in a highly urbanized city in the Negros Island Region during the School Year 2026–2027. Specifically, it sought to determine the respondents' profile in terms of age, educational attainment, number of children, and average family monthly income; assess the level of parental practices in the areas of home and routine management, discipline and values formation, and emotional support; and determine whether there is a significant difference in the respondents' level of parental practices when grouped and compared according to the aforementioned profile variables.

LITERATURE REVIEW

Parental practices refer to the everyday behaviors through which parents provide care, supervision, guidance, discipline, learning assistance, and emotional support to their children. These practices are influenced by the social, economic, and institutional conditions in which families live and play an important role in children's development (Doepke & Zilibotti, 2024). For solo parents, these responsibilities may be particularly demanding because they often perform caregiving, household, and provider roles simultaneously. Dela Luna et al. (2023) found that Filipino solo parents experienced challenges involving childcare, livelihood, household responsibilities, finances, and time management but were able to cope through family support. Thus, parental practices may be viewed as multidimensional behaviors involving household organization, discipline and values formation, and emotional support.

Home and routine management involves establishing consistent schedules, maintaining a safe and organized household, preparing children for school, monitoring schoolwork, and providing assistance with learning activities. Family routines contribute to children's adjustment, social competence, and development of life habits (Zhang et al., 2024). For solo parents, however, maintaining household routines may require balancing employment, childcare, household chores, and other family responsibilities. Dela Luna et al. (2023) reported that Filipino solo parents encountered difficulties related to time, finances,



childcare, feeding, and household tasks. Similarly, Arevalo and Apostol (2025) found that parents supported children's learning by creating conducive home-learning environments, assisting with learning activities, and establishing routines that connected home and school experiences. These findings emphasize that effective home and routine management extends beyond household organization to include active support for children's educational development.

Discipline and values formation involve guiding children's behavior, establishing reasonable expectations, setting rules and limits, correcting inappropriate behavior, and teaching values through parental modeling and communication. Doepke and Zilibotti (2024) emphasized that parenting practices include behavioral norms for interaction and guidance that are shaped by family and social contexts. Positive and non-violent discipline is particularly important during the early years because harsh or violent disciplinary practices have been associated with poorer developmental outcomes among children (Rahman et al., 2024). Furthermore, Feldman et al. (2023) reported that supportive parenting during early childhood was associated with behavioral and academic competence during the school years. In the Philippine context, Alampay (2024) highlighted the relationship between cultural values and parenting practices, particularly parental warmth, rule-setting, limits, and expectations regarding children's roles and responsibilities. These findings suggest that discipline and values formation should emphasize guidance, consistency, positive modeling, and age-appropriate behavioral expectations rather than punishment alone.

Emotional support encompasses affection, encouragement, reassurance, acceptance, empathy, active listening, and assistance in managing children's emotions and everyday difficulties. Communication is an important component of emotional support because children benefit when parents listen to their concerns, acknowledge their feelings, provide reassurance, and remain available during challenging situations (McGuire & Weisner, 1990). Wang et al. (2024) found that parental warmth was associated with children's approaches to learning in early childhood, suggesting that positive emotional relationships may contribute to children's engagement and adjustment in school. For solo parents, emotional support may be challenging because caregiving responsibilities are accompanied by financial and practical pressures. Nevertheless, Dela Luna et al. (2023) found that Filipino solo parents demonstrated resilience while managing emotional and economic responsibilities and benefited from family support systems. Hence, emotional responsiveness remains an essential component of effective parenting despite the demands associated with solo parenthood.

Local literature provides further support for examining parental practices within the Philippine setting. Dela Luna et al. (2023) documented how Filipino solo parents managed children's financial, health, emotional, and caregiving needs while balancing livelihood and household responsibilities. Arevalo and Apostol (2025) likewise found that parents in Western Visayas supported children's learning through home-based assistance and the creation of enabling learning environments. Alampay (2024) emphasized that Filipino parenting practices are influenced by cultural values, particularly warmth, rules, expectations, and limit-setting. In addition, Bautista et al. (2024) highlighted the importance of family relationships and support systems in students' well-being, while Tupas and Mercado (2026) demonstrated that parenting styles and parental involvement among school-aged learners can be examined through multiple dimensions. Although some of these studies involved different populations from solo parents of Key Stage 1 learners, they provide relevant local evidence for understanding the family, cultural, and educational contexts that influence parental practices.

Overall, the literature indicates that parental practices among solo parents encompass the interconnected areas of home and routine management, discipline and values formation, and emotional support. Home and routine management provides children with structure and learning support, while discipline and values formation promotes appropriate behavior, responsibility, and positive character development. Emotional support strengthens children's sense of security, well-being, and engagement in learning (Feldman et al., 2023; Wang et al., 2024). For solo parents, these practices are carried out within the realities of limited time, financial pressures, household responsibilities, and the need to balance caregiving with livelihood activities (Dela Luna et al., 2023). The available local and foreign literature therefore provides a basis for examining how solo parents of Key Stage 1 learners perform these essential parenting roles within their specific family and community contexts.

METHODOLOGY

This section presents the discussion of the research methodology used, the subjects and respondents of the study, the research instruments used, the validity and reliability of the instruments, the procedure for data gathering, and the statistical tools and procedure for data analysis.

Research Design



This study employed a descriptive-quantitative research design to determine the level of parental practices among solo parents of Key Stage 1 learners in a highly urbanized city in the Negros Island Region during the School Year 2026–2027. The descriptive research design was employed to identify and describe the qualities, attributes, or characteristics of a particular population or phenomenon without changing them. The purpose of descriptive research design is to provide an adequate, systematic description and picture of reality as it happens, usually collected through surveys, observations, and questionnaire studies. The study used a descriptive research design to describe the attitudes or characteristics of the population and to collect quantifiable data, which were subjected to statistical analysis to address the study question (Creswell, 2023).

Study Respondents

The respondents of this study were 35 solo parents of Key Stage 1 learners in a highly urbanized city in the Negros Island Region during the School Year 2026–2027. The respondents were selected through purposive sampling based on the established inclusion criteria. Purposive sampling is a non-probability sampling technique in which the researcher intentionally selects participants who possess specific characteristics relevant to the study's objectives (Creswell, 2023). The respondents comprised the entire population of 35 newly accepted and recognized solo parent members under the Solo Parent Unit of the Department of Social Services and Development (DSSD). These solo parents came from different barangays within the city. The researcher conducted the identification and selection of respondents in accordance with the study's inclusion criteria. This process was conducted in coordination with and verified by the Solo Parent Focal Person to ensure the accuracy and eligibility of the participants.

Instruments

A researcher-made survey questionnaire was used to assess the parental practices of solo parents of Key Stage 1 learners in a highly urbanized city in the Negros Island Region. The instrument consisted of two parts: Part I gathered the respondents' profile in terms of age, educational attainment, number of children, and average monthly family income, while Part II contained 30 items measuring parental practices using a five-point Likert scale ranging from 5 (Always) to 1 (Never). The questionnaire was administered face-to-face through the pen-and-paper method, and the collected data were encoded and analyzed using the Statistical Package for the Social Sciences (SPSS). For validity, the instrument was evaluated by three experts in social work, psychology and guidance, and early childhood education using the Good and Scates criteria, obtaining a validity index of 5.00, interpreted as Excellent. Its reliability was established through a pilot test involving 30 solo parents with characteristics similar to the actual respondents but excluded from the study. The results yielded a Cronbach's alpha of 0.933, interpreted as Excellent, indicating high internal consistency and confirming that the instrument was valid and reliable for measuring the parental practices of solo parents of Key Stage 1 learners.

Data Gathering Procedure

To collect the required data for the study the researcher-made a 30-item questionnaire based on the indicators of parental practices to be measured in this study like: Home and Routine Management, Values Formation and Discipline, and Emotional Support with content validation to three (3) of experts in this discipline in terms of appropriateness of content, relevance of subject matter, adequacy of content coverage and suitability for level of assessment as well as clarity of instruction. A pilot test in an area outside the scope of the study was conducted to assess the reliability of the questionnaire.

After content validation and reliability testing, the researcher obtained the required permits/permissions by sending a letter of intent and authorization addressed to the Office of the City Mayor, through the Head of the Department of Social Services and Development, to coordinate the study. Additionally, coordination was carried out by sending a letter to the Solo Parent Unit.

Once permission was granted, the researcher personally administered the survey questionnaires to the identified solo parents of Key Stage 1 learners using the face-to-face, pen-and-paper survey method. The purpose of the study was explained to the respondents, and informed consent was obtained before data collection. After the survey was completed, all questionnaires were retrieved, checked for completeness, and prepared for data encoding and tabulation. Finally, the collected data were processed and analyzed using Microsoft Excel and the Statistical Package for the Social Sciences (SPSS) to generate the statistical information needed to answer the research questions.

Data Analysis and Statistical Treatment



This study employed two analytical schemes based on the objectives presented in Chapter 1. A descriptive-analytical scheme was used for Objectives 1 and 2. Frequency counts and percentages were utilized to describe the respondents' profile in terms of age, educational attainment, number of children, and average monthly family income, while the mean was used to determine the level of parental practices of solo parents of Key Stage 1 learners in terms of home and routine management, discipline and values formation, and emotional support. Meanwhile, a comparative analytical scheme was employed for Objective 3 using the Mann–Whitney U Test to determine whether significant differences existed in the respondents' levels of parental practices when grouped and compared according to the identified profile variables.

Ethical Consideration

Confidentiality means that information is restricted to those authorized to access it. Access restriction is only one aspect of confidentiality. The researcher's assurance of confidentiality to the research subject is also important. The strictness of confidentiality generally increases with the sensitivity of the information and the vulnerability of the research subject. This is in accordance with the Philippine Data Privacy Act of 2012, or Republic Act 10173, which aims to protect the fundamental human right to privacy while ensuring the free flow of information to promote growth and innovation. In essence, confidentiality in the relationship between the researcher and the research subject is an obligation for the researcher and a right for the research subject. Everyone has a right to restrict others' access to certain types of information about themselves. Respect for the individual must be considered here because personal data can be actively misused. Even without intentional misuse, handling sensitive information can be uncomfortable and potentially harmful if it is disclosed inappropriately. This applies not only to individuals and their families but also to groups and institutions that may be affected by such situations (World Health Organization, 2021).

RESULTS AND DISCUSSION

This section deals with the presentation, analysis and interpretation of data gathered to carry out the objectives of this study. All these were made possible by following certain appropriate procedures so as to give the exact data and solution to each specific problem.

Profile of the Respondents in Terms of Age, Educational Attainment, Number of Children, and Family Monthly Income

Table 1

Profile of Respondents

Variables	Categories	Frequency	Percentage
Age	Younger (below 41 years old)	16	45.71
	Older (41 years old and above)	19	54.29
	Total	35	100
Educational Attainment	Lower (Elementary and High School Graduate)	20	57.14
	Higher (Vocational and College Graduate)	15	42.86
	Total	35	100
Number of Children	Few (less than 2)	15	42.86
	Many (2 or more)	20	57.14
	Total	35	100
Family Monthly Income	Low Income (less than ₱ 11,000)	16	45.71



High Income (₱ 11,000 and more)	19	54.29
Total	35	100

Table 2 presents the profile of the respondents by age, educational attainment, number of children, and monthly family income. These profile variables were included to describe the demographic characteristics of the 35 Key Stage 1 solo parent respondents who participated in the study.

As shown in the table, the majority of the respondents were older Key Stage 1 solo parents (41 years old and above), comprising 19 respondents (54.29%), while 16 respondents (45.71%) were younger (below 41 years old). In terms of educational attainment, 20 respondents (57.14%) had lower attainment, including elementary and high school graduates, whereas 15 respondents (42.86%) had higher attainment, including vocational and college graduates. Regarding the number of children, 20 respondents (57.14%) had two or more children, while 15 (42.86%) had fewer than two. With respect to family monthly income, 19 respondents (54.29%) were in the higher-income category, while 16 (45.71%) were in the lower-income category.

As concluded by Lucero-Dueas (2025), solo parents constantly face the perennial scarcity of money, emotional support, and social stigma, as well as a lack of access to services, in performing their parental functions. As stated in the research by Santos and Reyes (2023), despite economic problems, time pressure, and emotional stress, many solo parents were observed to be resilient over time, using adaptive child-rearing skills as a coping mechanism and having robust social support networks as the foundation of their support system. Similarly, Muslihat and Listiana (2021) concluded that parental education, income, stress, and social support were related to the child-rearing practices of solo parents; hence, the respondents' socio-demographic data will be used to evaluate their parenting practices.

Descriptive Analysis of the Level of Parental Practices of Solo Parents in Home and Routine Management, Discipline and Values Formation, and Emotional Support

Table 2

Level of Parental Practices of Solo Parents in Home and Routine Management

Items	Mean	Interpretation
As a solo parent, I...		
1. Establish a regular daily schedule for my child, including waking up, meals, study time, and bedtime.	4.57	Very High
2. Ensure that my child attends school regularly and arrives on time.	4.80	Very High
3. Monitor my child's school activities and assignments.	4.37	High
4. Provide a safe, clean, and organized home environment for my child.	4.83	Very High
5. Set clear household rules and expectations for my child.	4.57	Very High
6. Supervise my child's use of gadgets, television, and online activities.	4.31	High
7. Encourage my child to follow daily routines independently.	4.49	High
8. Allocate time to discuss my child's school experiences and daily activities.	4.20	High



9. Prepare the materials and supplies needed for my child's schooling.	4.51	Very High
10. Maintain consistency in household routines despite work or personal responsibilities.	4.43	High
Overall Mean	4.51	Very High

Table 2 presents the level of parental practices of solo parents in home and routine management.

The overall mean of 4.51, interpreted as very high, indicated that the respondents consistently practiced effective home and routine management. The highest mean, 4.83 (also interpreted as very high), was obtained for the statement, "Provide a safe, clean, and organized home environment for my child."

The lowest mean of 4.20, interpreted as high, was obtained by the statement, "Allocate time to discuss my child's school experiences and daily activities." Although this indicator received the lowest rating among the ten items, it remained within the high descriptive level.

Such results are consistent with other literature, which has pointed out that it is the "time for interactions between parents and children that counts" as "singles fathers [and mothers] take on a twofold role as childcare providers and income earners" (Halpern-Meekin, 2024). Likewise, it has been observed that when there are regular and sustained parent-child interactions and supervision, it has a beneficial effect on children's learning and engagement in playful learning activities (Lu et al., 2023), thus highlighting the importance of regularity of these interactions, even if this implies a double workload when a parent works.

Table 3

Level of Parental Practices of Solo Parents in Discipline and Values Formation

Items	Mean	Interpretation
As a solo parent, I...		
1. Explain to my child the reasons behind household rules and expectations.	4.51	Very High
2. Teach my child the importance of honesty in everyday situations.	4.69	Very High
3. Encourage my child to show respect toward family members, teachers, and other people.	4.77	Very High
4. Remind my child to take responsibility for his or her actions.	4.66	Very High
5. Use positive and constructive ways to correct inappropriate behavior.	4.71	Very High
6. Encourage my child to practice kindness and consideration toward others.	4.69	Very High
7. I do my best to serve as a role model of good behavior for my child.	4.77	Very High
8. Teach my child the importance of following rules both at home and in school.	4.77	Very High
9. Praise my child when he or she demonstrates good behavior and positive values.	4.83	Very High
10. Guide my child in making appropriate choices and decisions for his or her age.	4.77	Very High
Overall Mean	4.72	Very High



Table 3 presents the level of parental practices of solo parents in discipline and values formation.

The overall mean of 4.72, interpreted as very high, indicated that the respondents consistently practiced discipline and values formation in raising their children. The highest mean, 4.83 (also interpreted as very high), was obtained for the statement, “Praise my child when he or she demonstrates good behavior and positive values.”

The lowest mean, 4.51, although still interpreted as very high, was obtained for the statement, “Explain to my child the reasons behind household rules and expectations.” This finding may have implied that although Key Stage 1 solo parents consistently practiced discipline and values formation, they explained the reasons for household rules less consistently than for other parenting practices. This may have suggested that parents tended to focus more on ensuring compliance with household rules, with less opportunity to provide detailed explanations due to time constraints and multiple responsibilities. Nevertheless, the very high interpretation suggests that the respondents still regularly engaged in this parenting practice. This agrees with existing evidence (Tripon, 2024) indicating that sensitive caregiving and strict discipline in childhood promote children’s social and emotional competence. Similarly, earlier findings suggested that acceptance, monitoring, and strict parenting discipline are beneficial for children’s well-being, mental health, and self-efficacy (Wu et al., 2023).

Table 4

Level of Parental Practices of Solo Parents in Emotional Support

Items	Mean	Interpretation
As a solo parent, I...		
1. Express love and affection to my child through words and actions.	4.74	Very High
2. Listen attentively when my child talks about feelings, experiences, or concerns.	4.83	Very High
3. Encourage my child to express emotions openly and appropriately.	4.74	Very High
4. Comfort my child when he or she feels sad, afraid, or upset.	4.60	Very High
5. Make time to engage in meaningful conversations with my child.	4.54	Very High
6. Reassure my child that he or she can rely on me for support and guidance.	4.66	Very High
7. Recognize when my child is experiencing emotional difficulties.	4.69	Very High
8. Encourage my child when facing challenges in school or daily life.	4.63	Very High
9. Make my child feel valued, accepted, and important.	4.71	Very High
10. Maintain a warm and supportive relationship with my child.	4.74	Very High
Overall Mean	4.69	Very High

Table 4 presents the level of parental practices regarding emotional support among solo parents.

The overall mean of 4.69, interpreted as very high, indicated that the respondents consistently demonstrated emotional support toward their children. The highest mean, 4.83 (also interpreted as very high), was obtained for the statement, “Listen attentively when my child talks about feelings, experiences, or concerns.”

The lowest mean, 4.54, although still interpreted as very high, was obtained for the statement, “Make time to engage in meaningful conversations with my child.” This finding indicated that engaging in meaningful conversations with their children was practiced less consistently than the other emotional support practices measured in the study. Nevertheless, the very high



interpretation suggests that the respondents continued to make time for meaningful conversations despite it receiving the lowest rating among the indicators.

This may suggest that while solo parents, in general, supported the Key Stage 1 children's emotional needs all the time, it remained that they rarely did this by setting down dedicated time for meaningful talks and conversations, which time may not always have been provided due to work, home, and caregiving pressures of solo parents in Bacolod City.

It concurs with prior studies, including Tripon (2024), which noted that responsiveness and supportive communication with children helped improve their ability to form healthy interpersonal relationships and maintain emotional well-being. Also, Osborne and Ahinkorah (2024) have demonstrated the important roles of parental communication and responsible care in children's emotional and social development during Early Childhood.

Comparative Analysis of the Level of Parental Practices of Solo Parents in Home and Routine Management, Discipline and Values Formation, and Emotional Support when grouped and compared according to Age, Educational Attainment, Number of Children, and Family Monthly Income

Table 5

Difference in the Level of Parental Practices of Solo Parents in Home and Routine Management when grouped and compared according to Variables

Variable	Category	N	Mean Rank	Mann-Whitney U	p-value	Sig. level	Interpretation
Age	Younger	16	13.53	80.500	0.017	0.05	Significant
	Older	19	21.76				
Educational Attainment	Lower	20	20.33	103.500	0.118	0.05	Not Significant
	Higher	15	14.90				
Number of Children	Few	15	18.00	150.000	1.000	0.05	Not Significant
	Many	20	18.00				
Family Monthly Income	Lower	16	17.78	148.500	0.907	0.05	Not Significant
	Higher	19	18.18				

Table 5 presents the difference in parental practices among solo parents in home and routine management, grouped and compared by age, educational attainment, number of children, and family monthly income, using the Mann–Whitney U Test at the 0.05 level of significance.

As shown in Table 18, a significant difference was found in the levels of parental practices in home and routine management when respondents were grouped by age, as indicated by a p-value of 0.017, which was lower than the 0.05 level of significance. Therefore, the null hypothesis was rejected.

The striking contrast in Home and Routine Management by age indicates parental maturation in this aspect of parenting. With more life and parenting experience, solo parents may have had more opportunities to evolve and solidify their ability to efficiently run their households and provide the necessary oversight of their children. More experienced parents might then tend to parent with more patience and more regularity.

On the other hand, no significant differences were found when respondents were grouped by educational attainment (p-value of 0.118), number of children (p-value of 1.000), and family monthly income (p-value of 0.907), as all p-values were greater than the 0.05 level of significance. Therefore, the null hypothesis was accepted for these variables. These findings indicate that



educational attainment, number of children, and family monthly income did not significantly influence the respondents' parental practices in home and routine management.

The current study's findings in this context corroborate earlier research indicating that as parents accumulate more experience in their parenting practice over time, their household and routine management becomes increasingly consistent (Halpern-Meekin, 2024). However, another study argued that parental commitment and investment in their child's life routines were more strongly correlated with good house maintenance than education and household social status (Goodall, 2023). Similarly, Richter & Desmond (2024) argued that responsive parental practices could be demonstrated across diverse family sizes and without substantial resources, thus supporting the finding that family size, monthly income, and parental education do not affect the management of household and routine practices.

Table 6

Difference in the Level of Parental Practices of Solo Parents in Discipline and Values Formation when grouped and compared according to Variables

Variable	Category	N	Mean Rank	Mann-Whitney U	p-value	Sig. level	Interpretation
Age	Younger	16	19.06	135.000	0.562	0.05	Not Significant
	Older	19	17.11				
Educational Attainment	Lower	20	19.70	16.000	0.243		Not Significant
	Higher	15	15.73				
Number of Children	Few	15	19.33	130.000	0.492		Not Significant
	Many	20	17.00				
Family Monthly Income	Lower	16	16.00	120.000	0.275		Not Significant
	Higher	19	19.68				

Table 6 presents the difference in parental practice levels among solo parents in discipline and values formation, grouped and compared by age, educational attainment, number of children, and family monthly income, using the Mann–Whitney U Test at the 0.05 level of significance.

As shown in Table 19, no significant differences were found in the level of parental practices in discipline and values formation when respondents were grouped according to age (p-value of 0.562), educational attainment (p-value of 0.243), number of children (p-value of 0.492), and family monthly income (p-value of 0.275), since all p-values were greater than the 0.05 level of significance. Therefore, the null hypothesis was accepted for all variables. These findings indicate that age, educational attainment, number of children, and family monthly income did not significantly influence the respondents' parental practices in discipline and values formation.

The results would seem to imply that solo parents never stopped discipline and values formation regardless of their demographic profile in the study. This is similar to research indicating that children's discipline and values formation are best shaped not by parents' demographic profile but by the level of consistency, care, and emotional commitment (Steinbach, 2024). In addition to this, it has also been demonstrated that proper behavior and moral values are inculcated in the children through a constant and active presence and role modeling, regardless of the age, education level, and socio-economic background of the parents (Yap et al., 2023). Lastly, it also stressed that positive family and relationships and effective parenting methods provide the child responsibility and respect, regardless of family background (Ward et al., 2023), which could support the current finding that



there were no significant differences in discipline and values formation by age, education level, the number of children, and family's monthly income.

Table 7

Difference in the Level of Parental Practices of Solo Parents in Emotional Support when grouped and compared according to Variables

Variable	Category	N	Mean Rank	Mann-Whitney U	p-value	Sig. level	Interpretation
Age	Younger	16	19.31	131.000	0.468	0.05	Not Significant
	Older	19	16.89				
Educational Attainment	Lower	20	19.75	115.000	0.223	0.05	Not Significant
	Higher	15	15.67				
Number of Children	Few	15	18.47	143.000	0.807	0.05	Not Significant
	Many	20	17.65				
Family Monthly Income	Lower	16	17.38	142.000	0.729	0.05	Not Significant
	Higher	19	18.53				

Table 7 presents the difference in parental practices among solo parents regarding emotional support, grouped and compared by age, educational attainment, number of children, and family monthly income, using the Mann–Whitney U Test at the 0.05 level of significance.

As shown in Table 20, no significant differences were found in the level of parental practices in emotional support when respondents were grouped according to age (p-value of 0.468), educational attainment (p-value of 0.223), number of children (p-value of 0.807), and family monthly income (p-value of 0.729), since all p-values were greater than the 0.05 level of significance. Therefore, the null hypothesis was accepted for all variables. These findings indicate that age, educational attainment, number of children, and family monthly income did not significantly influence the respondents' parental practices in emotional support.

The results indicate that solo parents' parents' responses support their children emotionally regardless of their parents' socioeconomic status and demographic variables, which aligns with the results of the previous study of Jeong (2024), where she stressed that the provision of warm, sensible parent-child relationship that responds appropriately to the child's need and providing adequate emotional support contribute important role in normal development of children regardless of parent variables. Furthermore, a study by Melhuish et al. (2023) found that mothers' warm, coherent, and loving parenting plays a crucial role in children's emotional health, regardless of parental demographic characteristics. Moreover, Rahman et al. (2023) also highlighted that single mothers support their children's emotional safety and stability despite variations in the family economic status and composition, as such a result is consistent with the current result, where no difference was observed in the use of parents' responsive emotion strategies concerning age, education, number of children, and monthly income of the families.

CONCLUSION

The findings revealed that the respondents were predominantly older solo parents with lower educational attainment, many children, and higher family monthly income, and they generally demonstrated very high levels of parental practices across home and routine management, discipline and values formation, and emotional support. Respondents consistently monitored children's schooling, maintained clean and organized homes, established routines, taught responsibility, respect, and honesty



through instruction and modeling, and provided warmth, affection, and emotional support. Although parental practices were generally very high across demographic groups, age was the only variable that showed a significant difference, specifically in home and routine management, with older solo parents reporting higher practices than younger ones. No significant differences were found in home and routine management when grouped according to educational attainment, number of children, or family monthly income, and no significant differences were found in discipline and values formation or emotional support across any of the demographic variables. Overall, the findings suggest that solo parents consistently fulfill their parenting responsibilities regardless of educational attainment, number of children, and income, although home and routine management remains the area with greater potential for strengthening through appropriate parenting support programs.

RECOMMENDATIONS

Based on the conclusions of the study, it is recommended that capacity-building programs and support services for solo parents be strengthened to further enhance their practices in home and routine management, discipline and values formation, and emotional support, with particular attention to younger solo parents who demonstrated relatively lower practices in home and routine management. School-home collaboration should likewise be strengthened to sustain positive parental involvement and support the academic and socio-emotional development of Key Stage 1 learners. Capacity-building activities may focus on time management, establishing consistent family routines, organizing daily schedules, school involvement, parent-child communication, positive discipline, respectful communication, active listening, empathy, emotional coaching, and family bonding. Existing positive parenting practices should be continuously reinforced to promote the holistic development of learners. Finally, the findings may serve as a basis for developing appropriate programs and interventions and for conducting further research on solo parenting and parental practices.

Conflict of Interest

The author declares the absence of any conflict of interest that could have influenced the content or conclusions of this paper. She affirms that no financial, personal, or professional relationships with other individuals or organizations have compromised the objectivity, integrity, or impartiality of the research work. As a final point, no external parties influenced the study design, data collection, analysis, or interpretation.

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